

WELCOME!



ALLYSON HEADRICK, SAFETY SOCIAL WORKER
RUSS UHING, DIRECTOR OF STUDENT SERVICES

Interlocal Agreement

Summary of Mental Health Supports funded:

- ◆ Threat Assessment
- ◆ Community Mental Health Therapy

Safety Social Worker

Allyson Headrick, LCSW

- Threat Assessment team member:
 - case management
 - monitoring
 - safety planning
- Coordination of additional mental health services
- Assist monitoring safety concerns within the school environment.

Threat Assessment Team Behavioral Health Support

Blue Valley
Behavioral Health

- ❖ Specialization in violence prevention and management of targeted violence.
- ❖ Eliminate barriers for behavioral health supports for students with safety concerns.
- ❖ Ongoing therapy, Evaluations, Crisis Response and follow up, and Youth Assistance Process at Student Support Program.

Threat Assessment Team

- Primary function: assess and manage targeted violence risk
- Help students and families to maintain community safety
- Support students, families, and school staff:
 - Creating safety plans
 - Engaging families in services
 - Aligning school supports
 - Continuity of care
- Partnership with Lincoln Police Department
- Aligned with national standards on targeted violence management
- Value professional networking and professional development

Team Outcomes 2019-2020

- Trained over 550 LPS Staff and all Administrators
- Produced educational video
- Team referrals increased 40% (1st-3rd Quarter)
- Behavioral Health Supports by contract therapist increased 65%
- Team remained operational during COVID-19 building closure
- Proposal accepted for presentation at ATAP National Conference

Safe to Say



- **Non-Emergency Safety Concern or Tip**
- Collaboration with Student Services and Security Departments.
- Students, parents/guardians, staff or community members
- Anonymous reporting available.
- On all student chromebooks and on LPS homepage



Blue Valley
Behavioral Health



the new Child Guidance Center

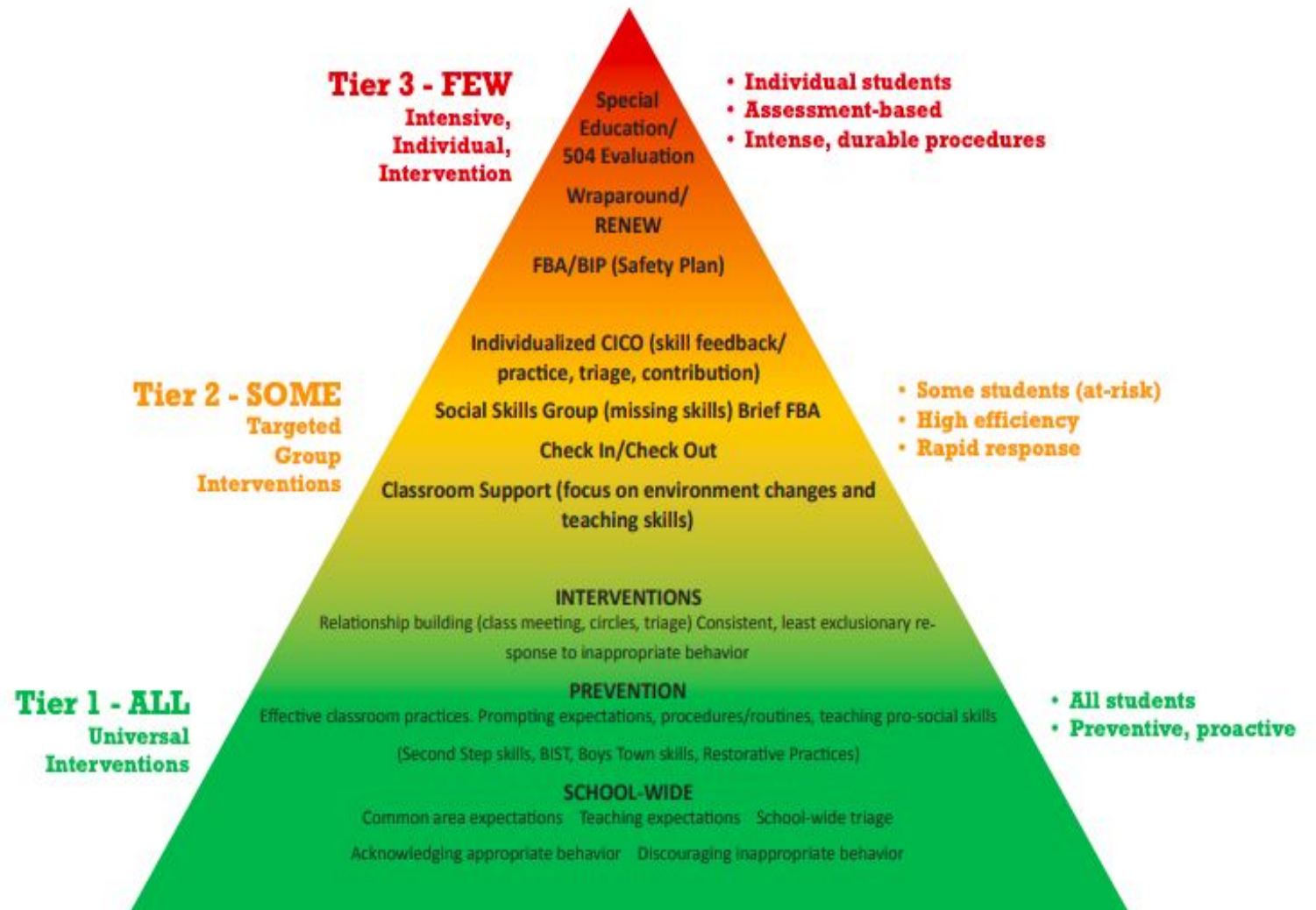
LPS - Community Agency Therapists' Collaboration

MTSS-B is a Multi-Tiered System of Support for Behavior

Therapy is a Tier 2 and Tier 3
Intervention

LPS MTSS-B

Data and Communication



LPS Mental Health Supports

- **School Counselors**
- **School Social Workers**
- **School Psychologists**



Staffing

School Social Workers	• 2013-2014	20.7 FTE
	• 2019-2020	42.2 FTE
Elementary Counselors	• 2013-2014	5 FTE
	• 2019-2020	22 FTE
School Psychologists	• 2013-2014	30.7 FTE
	• 2019-2020	47.3 FTE
Psychotherapist	• 2013-2014	11 FTE
	• 2019-2020	9.25 FTE

Candidates for School-Based Therapy

- Attempted previous interventions
- Significant stressor
- Mental health signs/symptoms
- Disruption in multiple life domains due to stressors
- Willing to participate
- Barriers to participation outside of school

Integrating Community Mental Health Supports with LPS

- Multi-disciplinary training sessions
- Use of school social worker enhances consistency among schools
- Part of our continuum of supports
- Ongoing communication

Blue Valley Behavioral Health

YAP

- ❖ 13 schools served
- ❖ Students Served- 143
- ❖ Sessions- 800

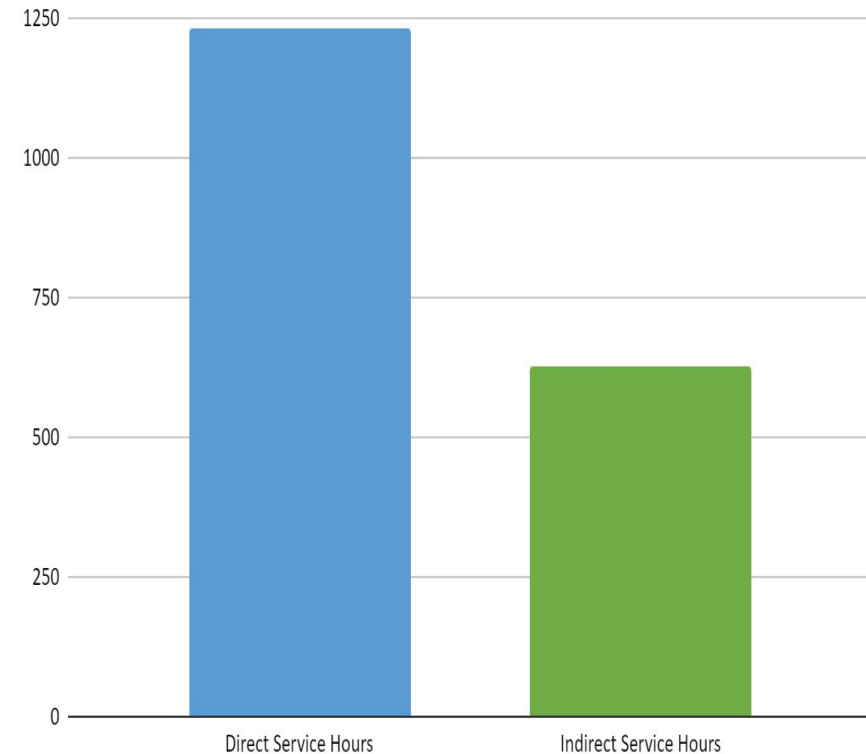
Threat Assessment/ Student Support

- ❖ Students Served- 28
- ❖ Sessions- 285



Family Service

- ❖ 6 Schools Served through Interlocal Agreement
- ❖ Students Served- 95
- ❖ Direct Service Hours- 1,232
- ❖ Indirect Service Hours- 625.5



Family Service Goals

- ❖ School Goals
 - 67.4% of school goals were met or partially met

- ❖ Therapy Goals
 - 61.3% of therapy goals were met

HopeSpoke

- ❖ 4 schools served through Interlocal Agreement
- ❖ Students Served- 30
- ❖ Sessions- 242
- ❖ 85.2% increased or maintained clinical outcomes

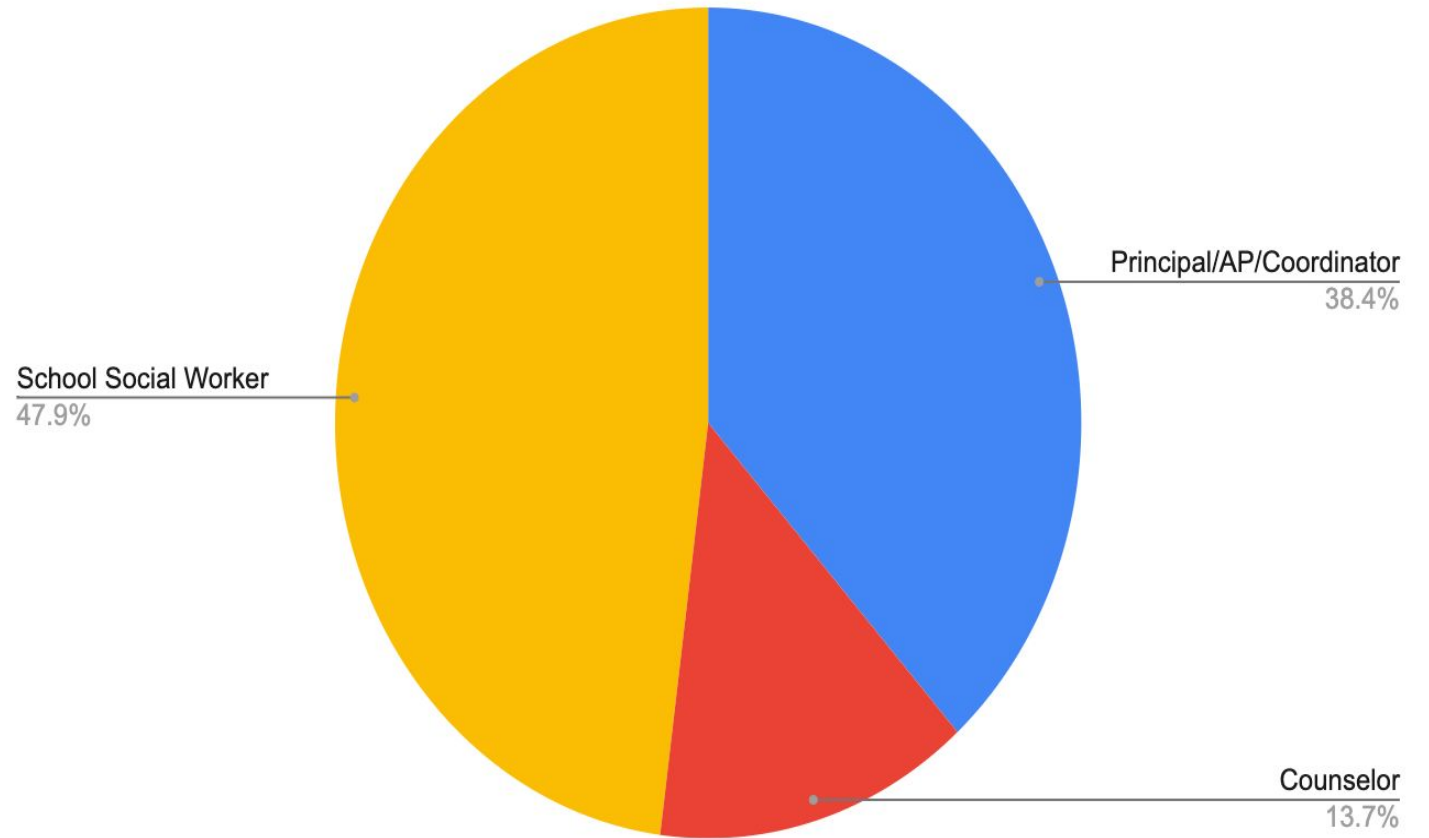


	Total Students Served				
	Blue Valley (YAP)	Blue Valley (Threat Assessment/ Student Support)	Family Service	HopeSpoke	Students Served
19-20	143	28	95	30	296
18-19	165	17	45	27	237

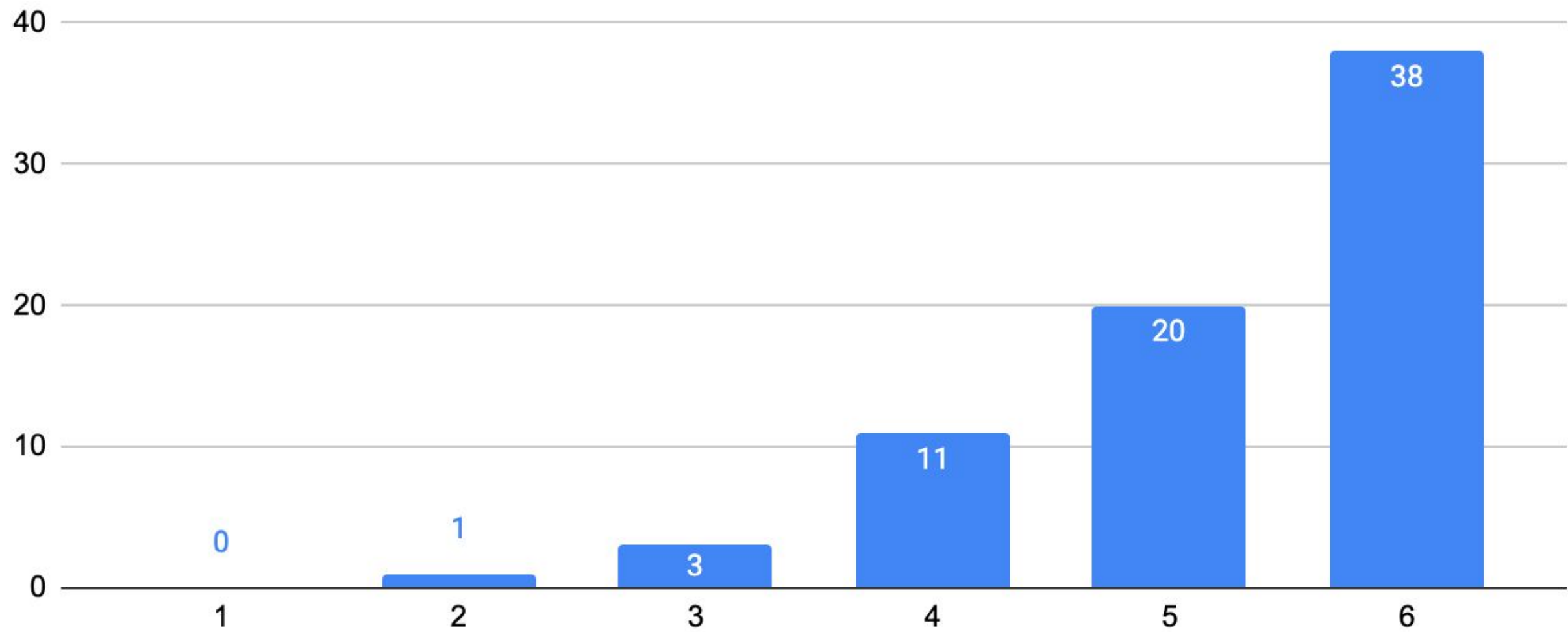
LPS Staff Survey of Community Mental Health Supports

2019-2020
School Year

Role of Person Completing the Survey

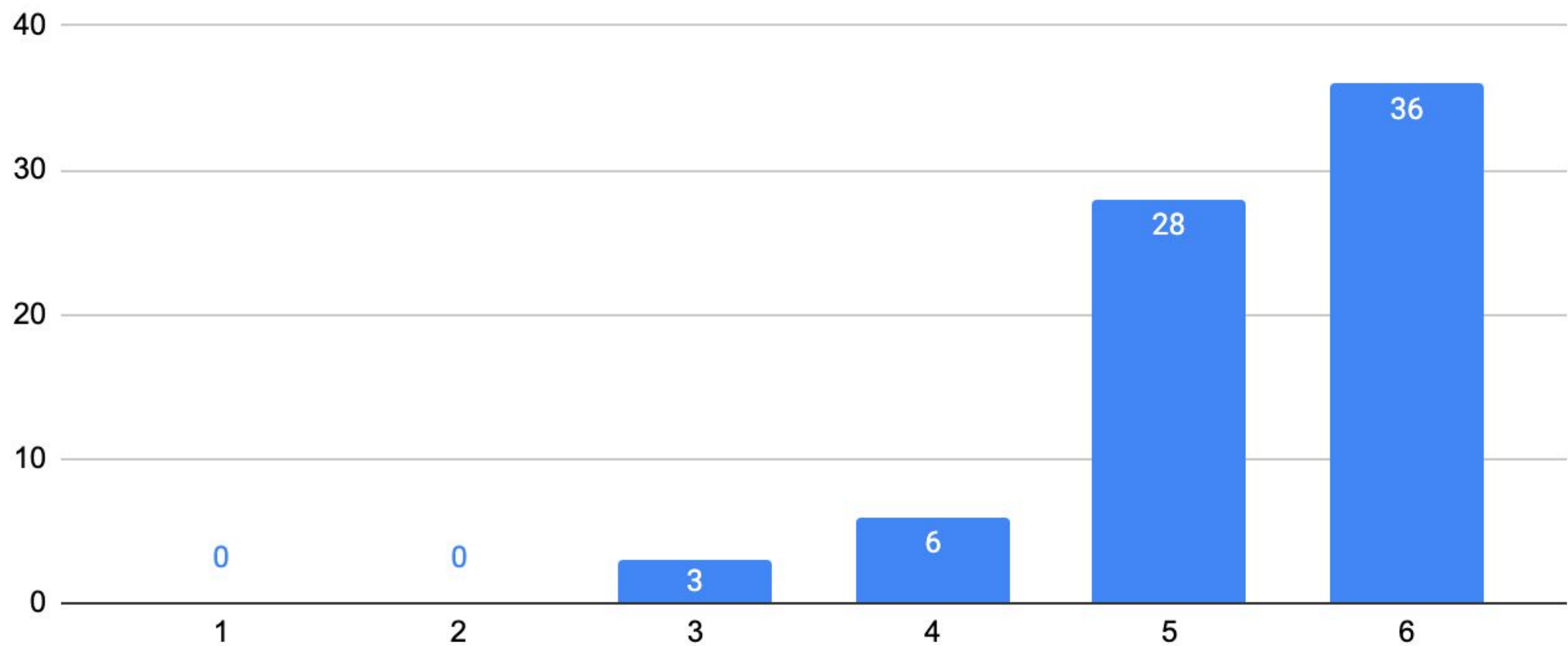


How would you rate your collaboration with the therapist?



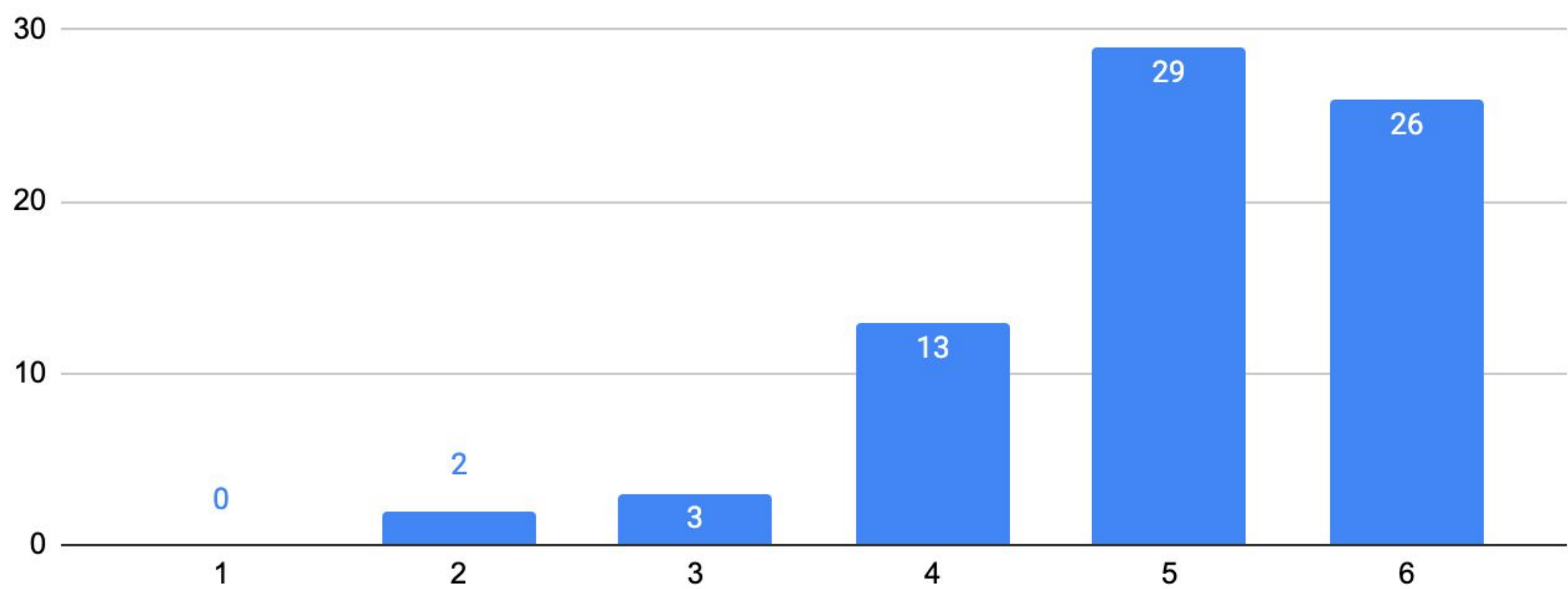
1=No Collaboration - 6=High Level of Collaboration

We were able to get students into therapy in a timely manner.



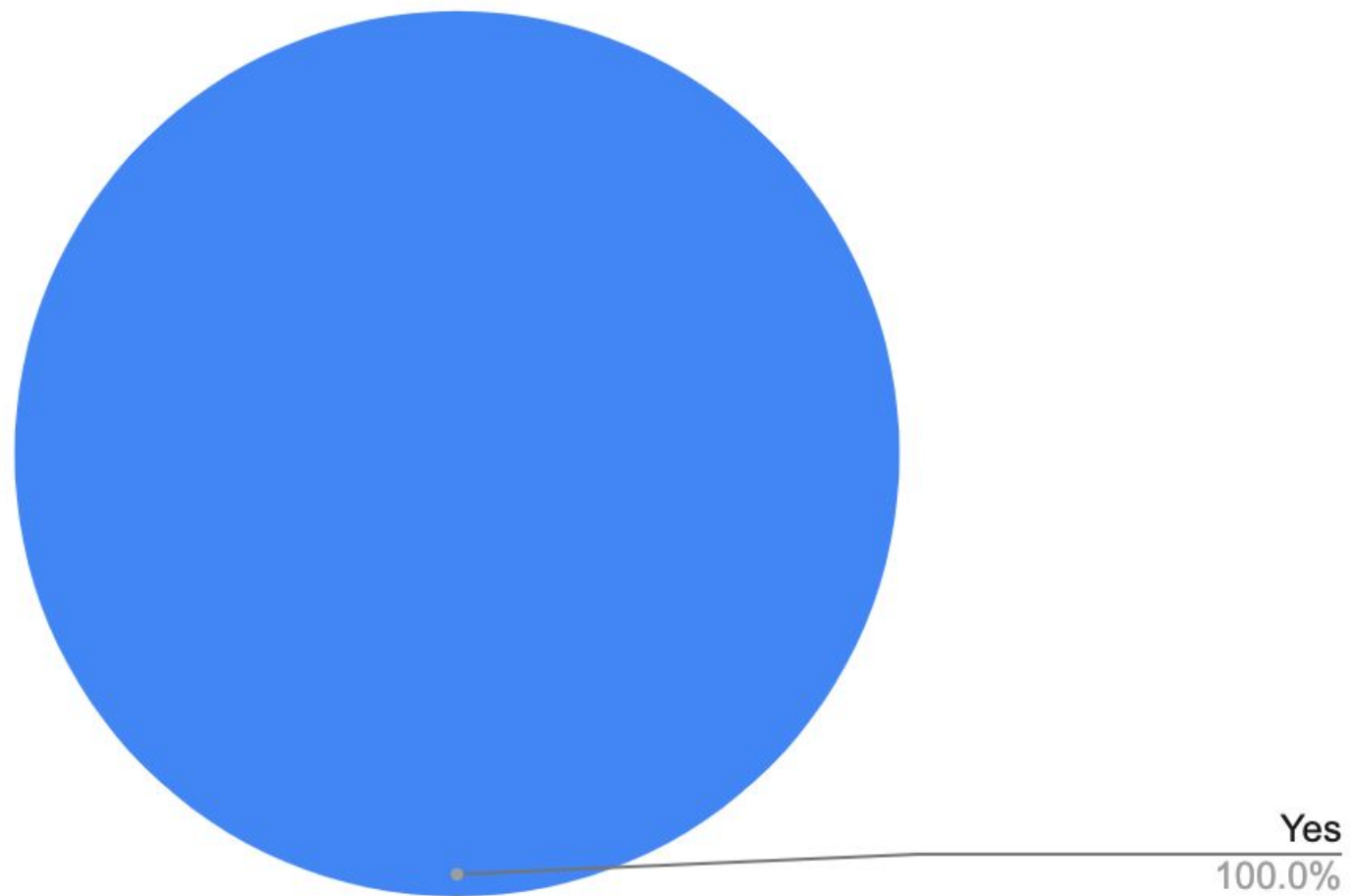
1=Strongly Disagree - 6=Strongly Agree

The therapist provides our school with feedback to assist the student and meet their needs.



1=Strongly Disagree - 6=Strongly Agree

Would you like to have therapy services at your school next year?

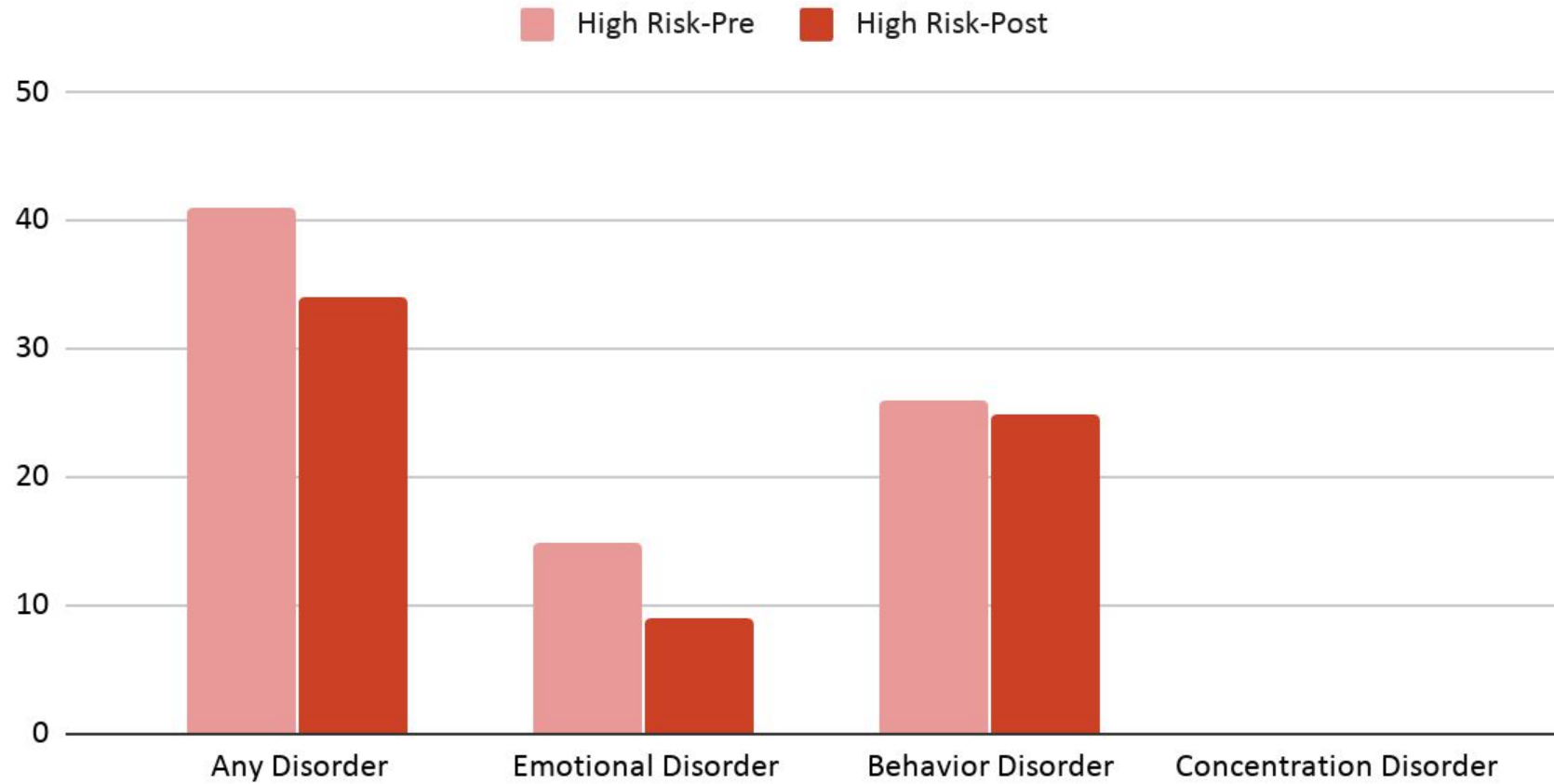


Strengths and Difficulties Questionnaire

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

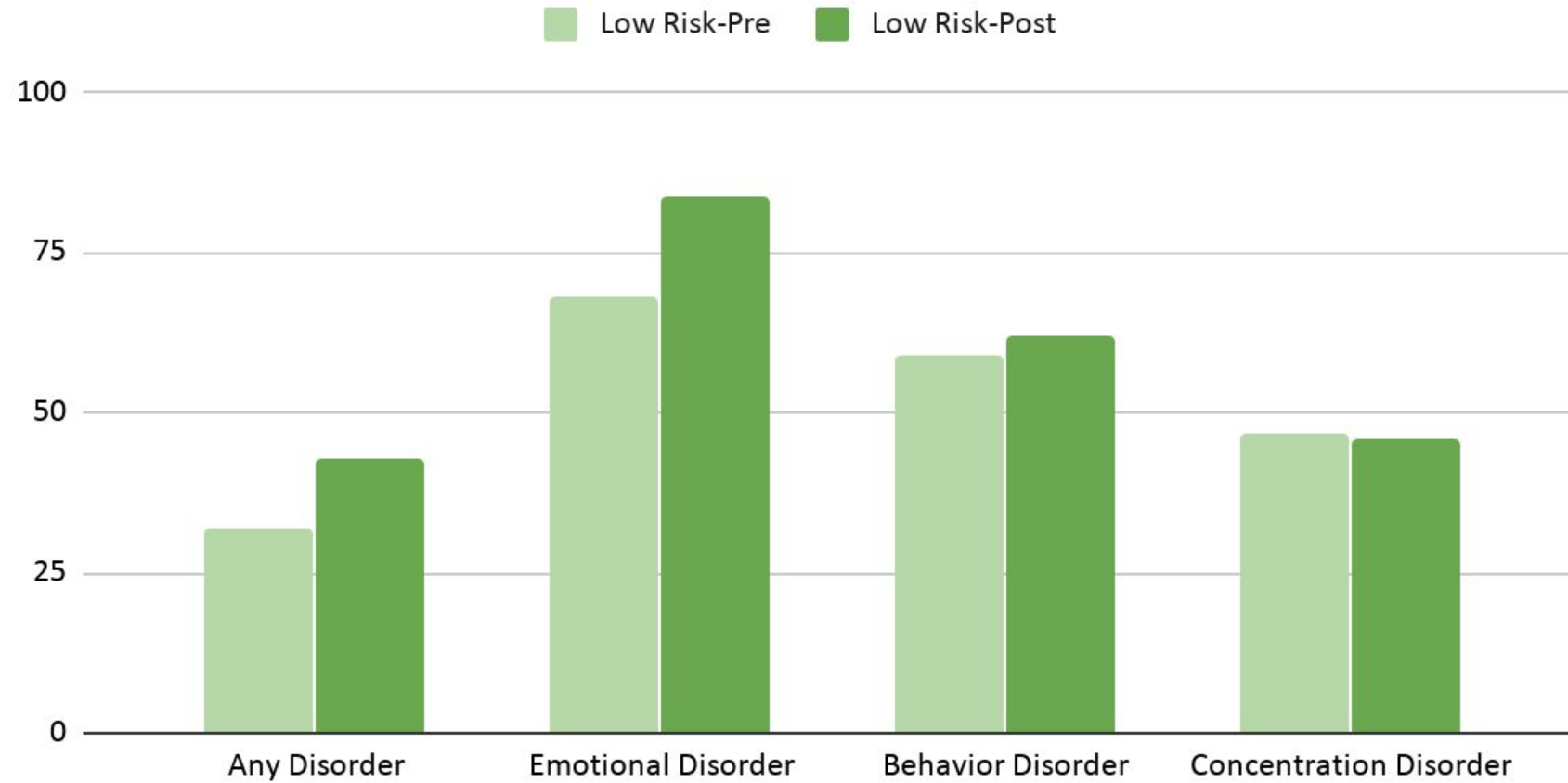
SDQ - Students at High Risk: Pre- and Post-Therapy Intervention

All post-therapy SDQs completed PRIOR to school closure



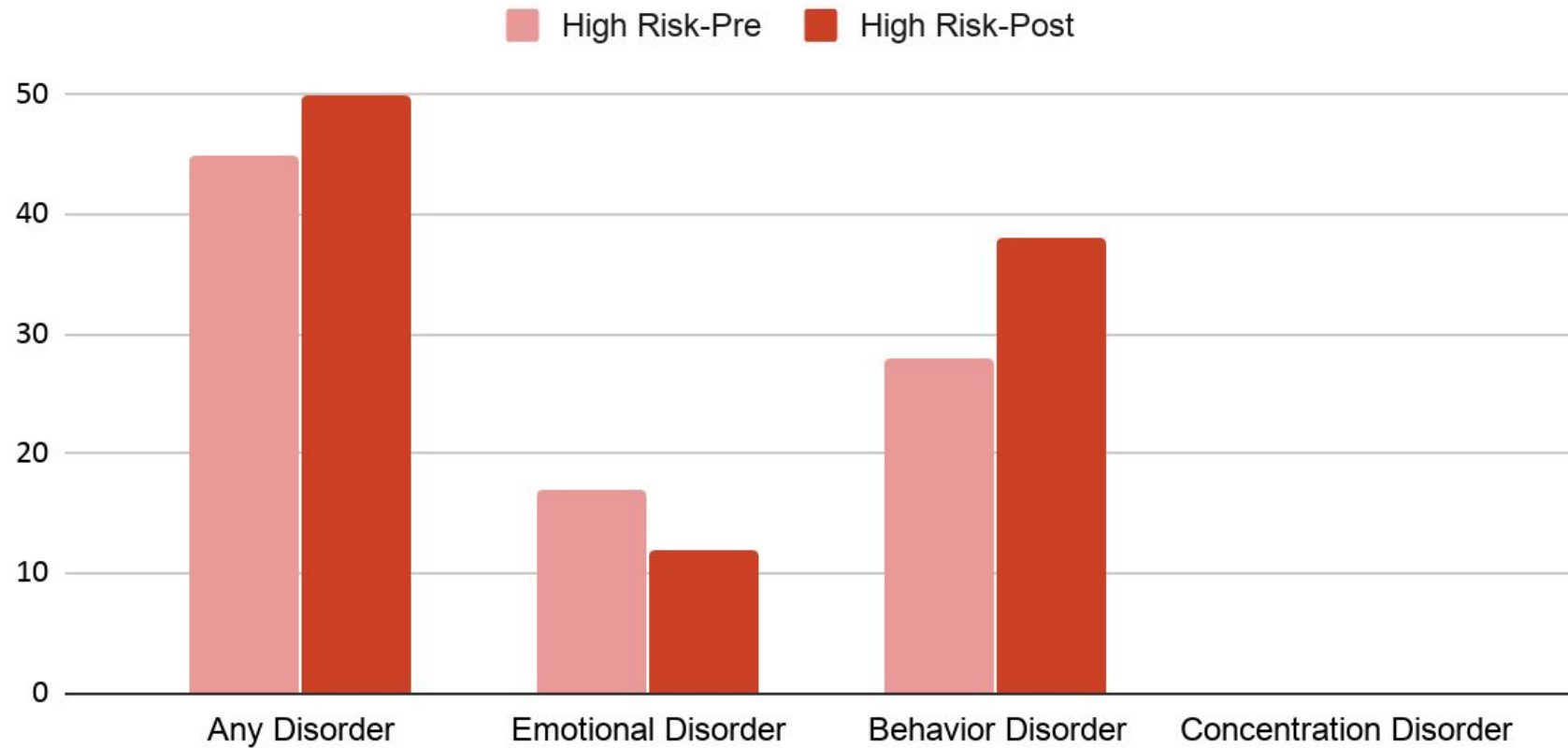
SDQ - Students at Low Risk: Pre- and Post-Therapy Intervention

All post-therapy SDQs completed PRIOR to school closure



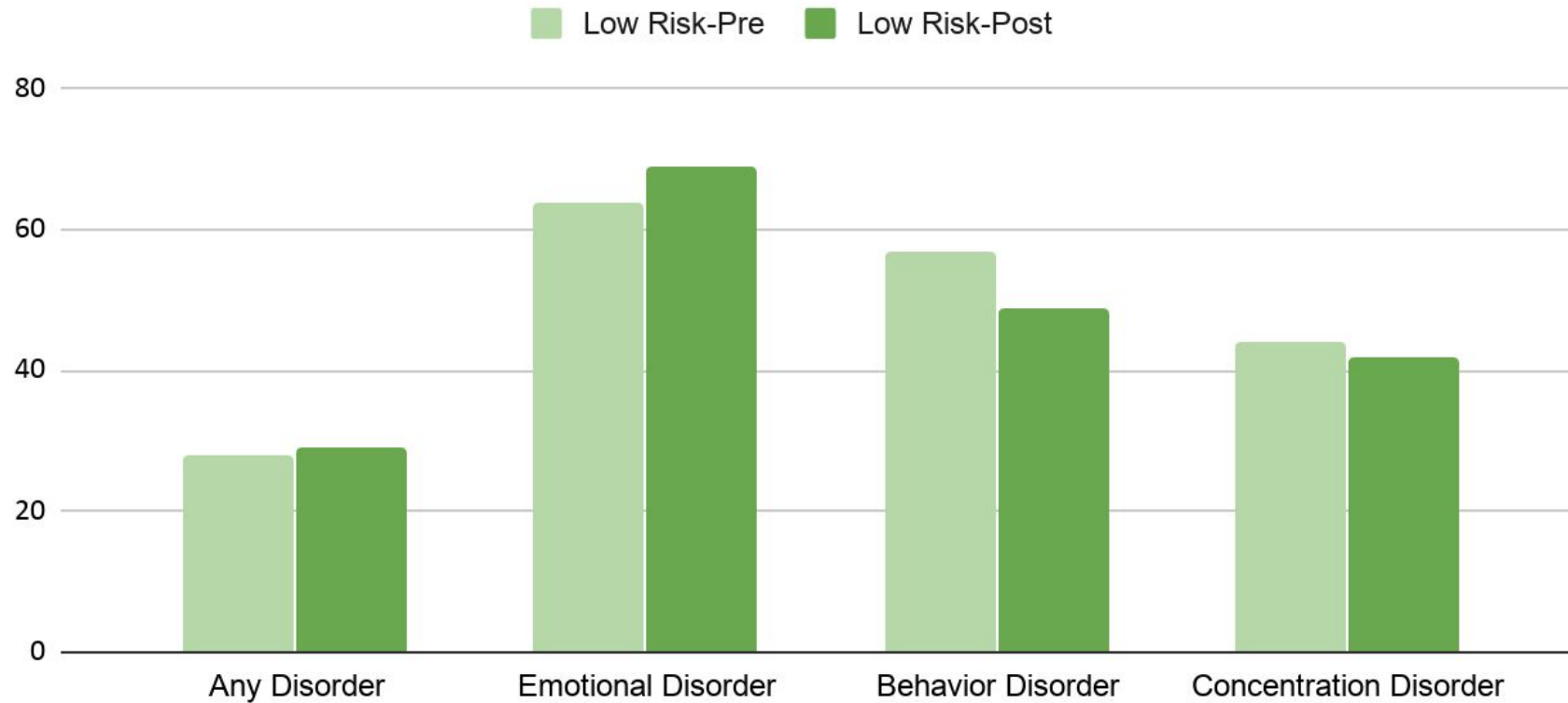
SDQ - Students at High Risk: Pre- and Post-Therapy Intervention

138 of 225 (61%) of post-therapy SDQs completed AFTER school closure



SDQ - Students at Low Risk: Pre- and Post-Therapy Intervention

138 of 225 (61%) of post-therapy SDQs completed AFTER school closure



All agencies shifted to TeleHealth in order to continue to provide therapy services



COVID-19 Response

Success Story



“Katie was faced with a traumatic situation during the last school year leaving her angry and confused. She started therapy and with the ability to utilize Zoom was able to successfully finish her narrative. With some challenges along the way, Katie will be completing therapy at the end of the summer and starting middle school. She is confident in using her coping skills and turning to safe people in her everyday life.”

Success Stories

- ❖ “Students are more academically engaged. They have less crisis, less outbursts and we see them less in the counseling center for immediate needs once they start with our therapist.”
- ❖ “Students have someone to regularly talk to and practice their coping skills and other learning skills.”
- ❖ “Often, these sessions and time have a positive impact on the students ability to maintain in school.”
- ❖ “It's invaluable to have a therapy resource in school for those kids who can't otherwise access therapy outside of school.”



Goals: 2020-2021

1. Improve integration between therapy & school supports
2. Improve student outcomes (school & behavioral health)
3. Increase student and family engagement in TeleHealth Services
4. Increase capacity for management of safety concerns and mental health needs within Lincoln Public Schools